**Brown Bear, Brown Bear: Word Choice Lesson**

**Observation Lesson for Mrs. Hanlon**

**Tuesday, October 11, 2011 8:30-9:15**

**Objective:** Students will improve and strengthen their descriptive writing by increasing their knowledge and application of the word choice trait.

**Standards:**

B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.

* Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme
* Use a variety of writing technologies including pen and paper as well as computers
* Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

B.8.2 Plan, revise, edit, and publish clear and effective writing.

* Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience
* Identify questions and strategies for improving drafts in writing conferences with a teacher
* Given a writing assignment to be completed in a limited amount of time, produce a well-developed, well organized, and effective response in correct English and an appropriate voice

**Instructional Materials:**

* Student Writing Folders-includes guides and suggestions to help students as they write. All word choice materials have been highlighted pink. (See attached materials)
* Student’s Big Book of Words List. (See attached materials)
* Brown Bear story by Martin
* Printed handouts of Brown Bear for students to revise within their groups. (See attached materials)
* Optional: Have later versions of the Brown Bear book for students to look at. The author uses stronger word choice in the later versions.
* Student rough drafts of descriptive stories.
* Smart board Lesson-to support review writing folders, Brown Bear story for students to see, key points of the trait, rice cake and salsa words, and group generator and directions for activities. (See attached lists)
* Blue Pens
* Cup of nouns and verbs for students (See attached list)

**Activities:**

**Notes about Lessons Prior to This Lesson:** In Theme 1, students are asked to write a descriptive piece of writing. The student’s objective for descriptive writing is to ‘paint a picture’ of your favorite place or possession. Students participated in the rice cake and salsa- word choice lesson in Six-Trait Writing. They created their ‘big book of words’ which allows them to have a resource of words to use in order to ‘spice-up’ their writing. Lastly, we have highlighted all the key elements, tools and resources of word choice found within our writing folders.

1. **Anticipatory Set:** Use Smartboard’s random word selector to have the students review rice cake and salsa words.
2. Introduce and read the story ‘Brown Bear, Brown Bear’ by Martin to students. (Read with low enthusiasm, boredom, and stress that it’s a ‘rice cake’ book.)

Student Question:Why are ‘salsa’ words better in writing?

1. Use Smart board to review important elements of ‘Word Choice’ in writing.
2. Model for students- how we are going to improve this version of the book by ‘spicing up’ the cover page.
3. As a whole class, modify the very first page of the story.
4. Break students into groups and give each group one page of ‘Brown Bear’ to improve.
5. As students are finishing up within groups have students create a ‘color’ page and ‘looking’/’seeing’ page in their book of words.
6. As students finish within their group, instruct individual groups to select one noun and one verb from the noun and verb cups. Students will then make the best sentence they can using the words choosen.
7. Students will share their sentences with a partner or the whole class (depending on time) and see if they can guess the two original words.
8. **Conclusion:**  On the smart board have students list the best words they, or a classmate used to improve their word choice in today’s lesson. Review the keys points to word choice.
9. When finished with conclusion, students should take out their rough drafts of the descriptive writing. Using a telephone, students should read their description, and make changes to improve on the word choice of their description.

**Notes about the lessons to follow:** The lessons to follow this one will include peer and teacher word choice revisions and we will then edit our writing. Students will continue to use their ‘Big Book of Words’ throughout the school to improve their writing. Lastly, ‘salsa/rice cake’ words and ‘Brown Bear’ are terms that I will use throughout the school year, to stress the need for great word choice.

**Student Homework:** Revise and improve the word choice of your description.

**Student Assessments:** Teacher will assess student understanding of lesson by:

* Observations during group work, partner work and individual work time.
* Written word choice sentence.
* Lists created in their Big Book of Words.
* Revisions to descriptive writing and final draft of descriptive writing.

**Student Extension Activity:** Students can take another children’s story from the ‘word choice’ box and improve it like the whole class activity down with Brown Bear.

**Modifications:**

* Teacher will support special needs students during whole class and group work.
* Teacher will provide post-its for students who struggle with the spelling of words.
* Students who struggle with the words chosen from the cups will be given the option to reselect words.